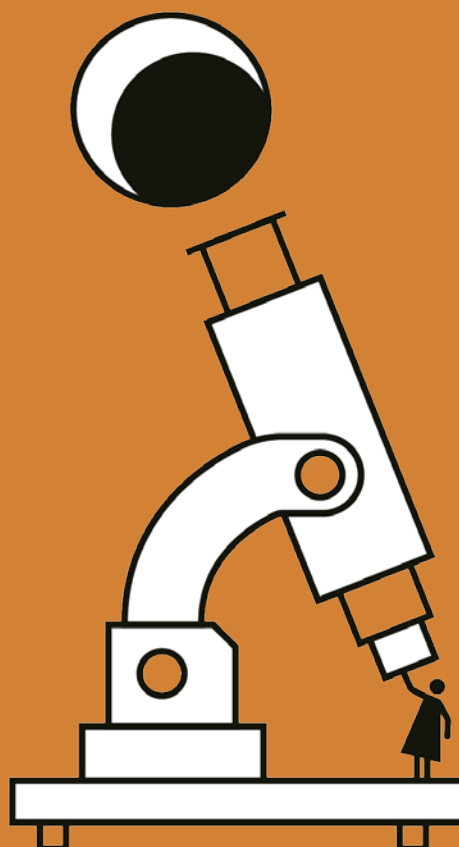
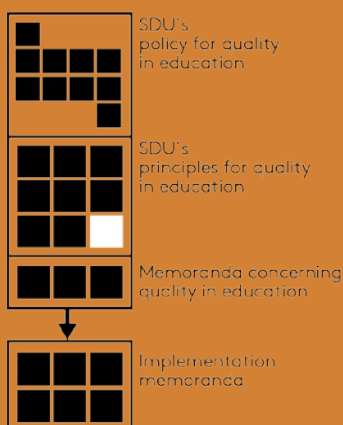


# SDU's principles for graduate surveys



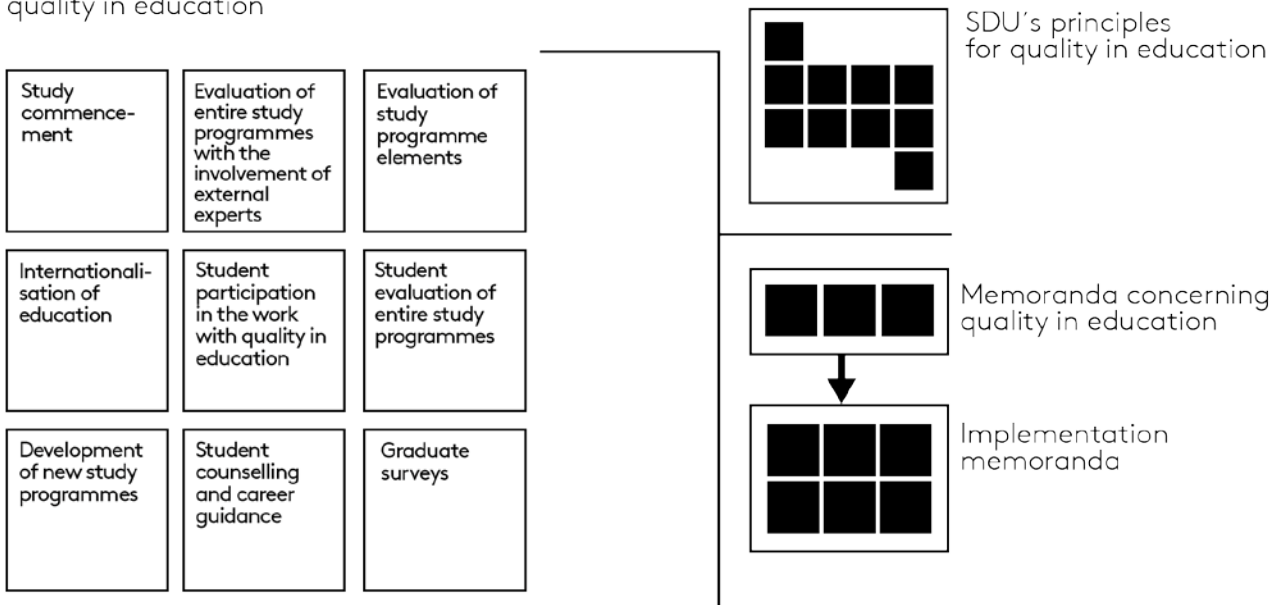
# Colophon

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## SDU's principles for graduate surveys

Preview over documents for SDU's Quality in Education

SDU's principles for quality in education



# SDU's principles for graduate surveys

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# Purpose

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Systematic and regular graduate work is carried out as part of SDU's quality policy. The purpose of the work is to get feedback from former students, who now find themselves in or outside of the labour market. This feedback is used in the on-going quality work of developing university programmes and ensuring the continued social relevance of the programmes.

The graduate work comprises of the following activities:

- Graduate survey: Providing knowledge of the programmes' competences that match the needs of the labour market.
- Monitoring of graduates: Monitoring of graduate employment/unemployment for university programmes. This is described in the "Memorandum on SDU's key figures for the quality in education of full-time programmes" and the "Memorandum on SDU's indicators for the quality in education of part-time study programmes."

# Principles

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- Initiatives to carry out the graduate surveys are taken by the faculties
- Graduate surveys are carried out at least every 3 years for all university programmes
- The faculties/programmes have the methodological freedom to carry out the studies within the framework described below. See Appendix 1 for this.
- The faculties describe the work process of the survey in their implementation memoranda and specify the division of responsibilities herein
- The faculties/programmes follow up on the results

# Responsible parties

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It is the responsibility of the faculties to initiate and carry out the survey, as well as disseminate the results. They must also ensure that relevant actions and overall initiatives have been initiated where necessary. The results must also be included in the programme report process at status reviews.

It is the responsibility of the faculties to address the data at faculty and educational level and initiate actions if the data should give rise to such actions.

It is also the overall responsibility of the faculties to address the way the graduate survey is prepared and carried out, as well as initiate changes if there are grounds for doing so.

# Appendix 1: Framework for graduate surveys

A graduate survey must provide a view of the graduate's employment situation and the graduate's experience of the quality and relevance of the completed programme. Therefore, questions regarding the following topics should be asked:

- Current employment situation
- Applicability of the subject elements of the programme
- The relevance of the specialist competences in relation to the function carried out by the graduate
- The experience of the transition from education to employment

The following questions may be asked:

- Are you employed? [yes/no]

## *Employed*

- Are you employed in a relevant job (i.e. you are using the competences you have acquired through your education)? [yes/no]
- Of the academic qualifications you acquired through your education, which ones do you use in your current position? [text]
- Are there competences, abilities or skills that you wish your education had provided you with? [text]
- Did your education contain elements that, in your opinion, were not relevant? [To a very high degree/To a high degree/To some degree/To a low degree/To a very low degree]
  - If to a very high degree, high degree or some degree, which and why? [text]
- Did you feel professionally and personally prepared when you started your first job? [To a very high degree/To a high degree/To some degree/To a low degree/To a very low degree]

## *Unemployed*

- What is the reason for your unemployment? [I have deliberately chosen not to apply for a job/I have applied for a job but did not get it/do not know]
- Do you feel that your education did not prepare you well enough to manage a job? [To a very high degree/To a high degree/To some degree/To a low degree/To a very low degree]
  - If to a very high degree, high degree or some degree, please elaborate [text]
- Are there competences, abilities or skills that you wish your education had provided you with? [text]

## Methods

Methodically, the individual programme may choose to carry out a qualitative or quantitative study, and the programme itself may define the number of questions.

The following methods may be used:

- Quantitative

- electronic questionnaire
- telephone call
- printed questionnaire, e.g. at alumni events
- Qualitative
  - telephone call
  - focus group interviews
  - individual interviews